**Managing Classrooms through Effective Instruction for All Students**

### Considering the Logic of Probability for Instruction and Management

A + B = P

- **A**: Students
- **B**: Teacher Behavior
- **C**: Outcomes

**Provide the Highest Probability of Positive Outcomes**
- Explicit curriculum • Modeling • Engagement • Goals
- Consistent routines • Guided practice • Proximity
- Spaced authentic practice • Formative assessment
- High rates of positive to negative feedback

### Effective Instruction Involves:

1. Teacher is explicit with lesson content and considers what is necessary to facilitate success with learning
2. Teacher responsibility for delivery and control of lesson to maximize student engagement and success
3. Students get multiple opportunities to practice success at high rates with positive teacher acknowledgement

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**To What Degree do Teachers Use High Probability Strategies?**

**Classroom Observations Study**
- Observe how teachers and students interact during typical classroom instructional periods
- 15-minute observations of individual student in context of classroom
- 13,000 classroom observations around the world

**Adult Behavior Predicts Student Behavior**

Consider the degree to which teachers provide:
- Focus on students (time spent teaching/supervising)
- Opportunities to respond (OTR)
- Positive feedback

Teachers using the least amount of these practices have students that are:
- 27% more likely to be off task
- 67% more likely to be disruptive

(Gage, Scott, & Hirn, 2018)

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**Teacher Drives Instruction**

- Guided explicit instruction with repetition and varied examples enhances storage in long-term memory
- Unstructured learning places a heavy load on working memory — Information not stored in long-term memory is lost in 30 seconds
- Students with deficits can actually lose ground when instruction is not structured and explicit
- Especially important for novice learners

(Revised on Kirschner, Sweller, & Clark, 2006)

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**What Science Tells Us About Teaching and Learning**

- Explicit Instruction
- Guided Practice
- Feedback

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**Engaging Students During Instruction**

**Questioning Strategies**
- Asking questions and using student answers to drive instruction can be done in productive or unproductive ways
  - We want questions that provide a high probability of student success

**Engagement**
- Teacher provided opportunities for student response during instruction (OTR) is associated with higher active student engagement and increased achievement
  - Engagement is a Teacher Behavior
    - Effective Teachers find ways to engage all students
      - Verbal responses
      - Raise hand to indicate agreement
      - Create and share
      - Demonstrate
      - Talk to neighbor
    - Keys
      - High rates of success
      - Used as vehicles for delivering positive feedback

**High Poverty Schools & Engagement**

**Using Instruction to Predict Student Success**
- 22 Elementary Schools
  - All Rural
  - All Title One Eligible
  - 11 Highest State Achievement
  - 11 Lowest State Achievement

**High Poverty Schools & Engagement**

**Gallup Poll: Positive Work Environments**

- Create working environments where employees (Buckingham & Coffman 2002, Gallup)
  1. Know what is expected
  2. Have materials & equipment to do job correctly
  3. Receive recognition each week for good work
  4. Have supervisor who cares, & pays attention
  5. Receive encouragement to contribute & improve
  6. Can identify person at work who is “best friend.”
  7. Feel mission of organization makes them feel like their jobs are important
  8. See people around them committed to doing good job
  9. Feel like they are learning new things (getting better)
  10. Have opportunity to do their job well.
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Acknowledge Success

- **Level 1: Verbal Praise**
  - Age appropriate
  - Delivered with specificity “you did XX correctly”
  - Mix up use of superlatives

- **Level 2: Access to Privilege**
  - Things that are already exist
  - Actions, events, options, and tasks that students like

- **Level 3: Public Acknowledgement**
  - Make bigger – involve home or community if possible
  - For those who like it
  - For those deserving more
  - Free

Responding to Misbehavior/Errors

- We have zero evidence that removing a student from the classroom or school results in a decrease in problem behavior
  - More likely to be used with minorities and students with disabilities
  - Correction is a more positive and effective response
  - Consider the Restorative Practices language

Big Ideas

- Student behavior won’t change until adult behavior changes
  -- Adults Matter!

- ALL behavior change is an instructional process
  -- Instruction Matters!

- It’s all about probability – what’s the simplest way to make a difference in the success: failure ratio of a student?
  -- Practices Matter!